



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

SSH5078 Inclusion in Physical Education & Youth Sport

- WK28 -

Disability in Sport and PE

Mara Mata

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Today's Plan:

- Revisit last week's session;
- Explore the perceptions of PE teachers teaching disabled pupils;
- Explore the perceptions of disabled pupils about their PE teachers.

Research has drawn attention to the ways in which individuals may variously be disadvantaged as a consequence of being perceived as in some way 'different from the norm' (Penney, 2002).

In light of the quote, critically analyse the key concepts surrounding the topic of inclusion in PE and Youth Sport.

500 words – email your draft to Mara by the 6th of March.

Recapping...



**What did we
talk about in
the last
session?**

Understanding different models of disability implies adopting a 'critical' lens.

“‘Critical’ means a self-conscious process of exposing the underlying assumptions that influence particular ways of *thinking* about disability” (Townsend, Smith and Cushion, 2015, p. 81).

The models of disability may help educators to understand how they position impairment and disability, to reflect on their own practice critically.

Educators' **concept of 'athletic body'** will influence their practice and their pupils.



The models of disability may help educators to understand how they position impairment and disability, to reflect on their own practice critically.

Medical Model of Disability

Emerges from clinical practice.

Disability as bound to the functional limitations of impairment.

Impairment is the defining feature of the disability experience.

Being disabled means:

- Different from the norm
- Othered
- Fixed or intervened upon

People with disability are supported to fit in with normal life and are regarded as victims of a biological injustice.

Performance Disability Sport



"The disabled athlete is constructed as an **object** to be 'educated ... observed, tested, measured, treated, psychologised ... materialised through a multitude of disciplinary practices and institutional discourses'.

(Goodley, 2011, cited in Townsend et al., 2015, p. 83)

This promotes a dominant consciousness where all problems are instrumental or technical problems to be solved. The suggestion here is that **coaching is fundamentally about improving sporting performance against the limitations athletes with a disability have.**

Performance Disability Sport

The athlete is the 'problem' to be fixed, normalised or rendered docile through coaching practice.

- Focus on the normalisation of the body
- Compliance with 'Olympic values' (higher, faster, stronger)
- Hierarchy of power
- Lose autonomy over their bodies



'superhuman' athletic ability vs disabled identities

An attempt to reclaim the term 'disability' from medical discourse.

Disability based on the notion that it is socially constructed and an act of exclusion and oppression.

Impairment as in the medical model, as a physical characteristic.

Being disabled means:

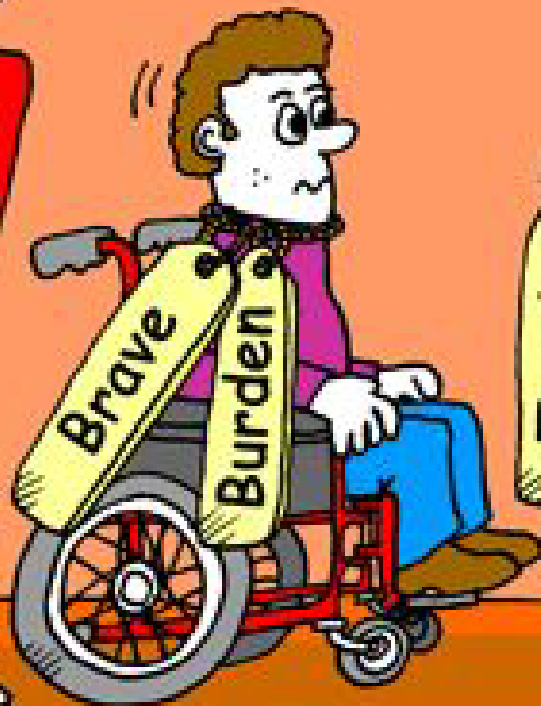
A product of a complex collection of **structural barriers** that create disadvantages, exclusions and restrictions for people with impairments.

These barriers permeate all aspects of social life:

- Employment
- Housing
- Education
- Transportation
- Civil rights
- Built structures of everyday life

Come along now,
one more label and
you're ready to
face the world!

Department of
Dependency
and Care



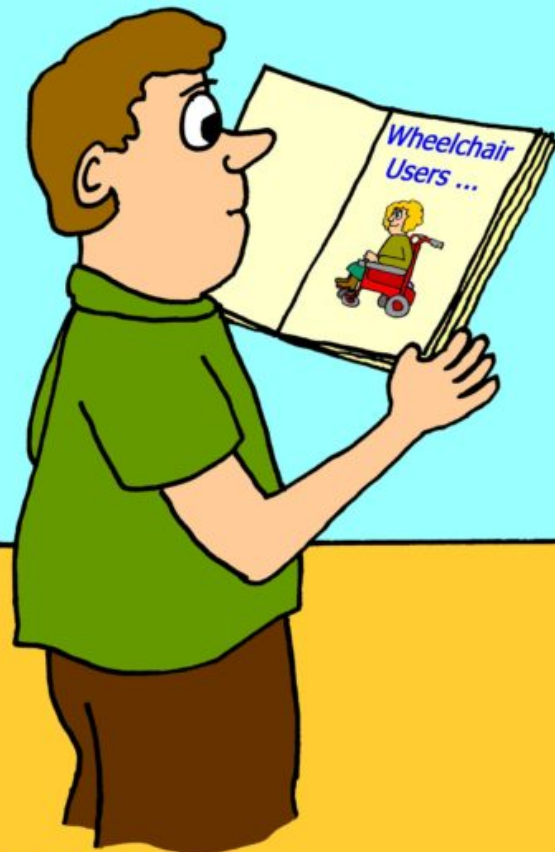
Crippen

Normality Training

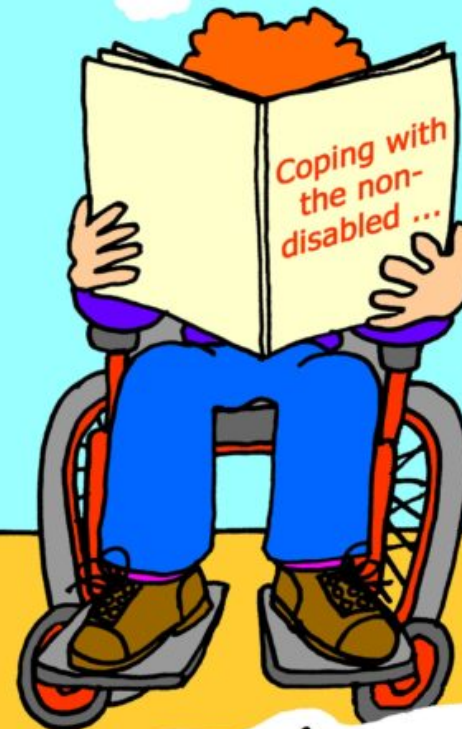
How to stop
upsetting
people by
looking
disabled

Be normal -
but what makes
you think we'd want
to lower our
standards?!

How to cope
with people who
use wheelchairs!



How to cope with
people who read books
about how to cope with
people who use ...!



Crippen



You at the back -
read this homework
I've set for you!



Crippe

My thesis challenges the stereotypes of disability ...

Despite suffering from a tragic handicap, this plucky student triumphs against all the odds!



Crippen



So, what's
the matter with
you dear ?!

Apart from
your attitude and
these barriers
you mean ?!

Pat
Pat

Crippen

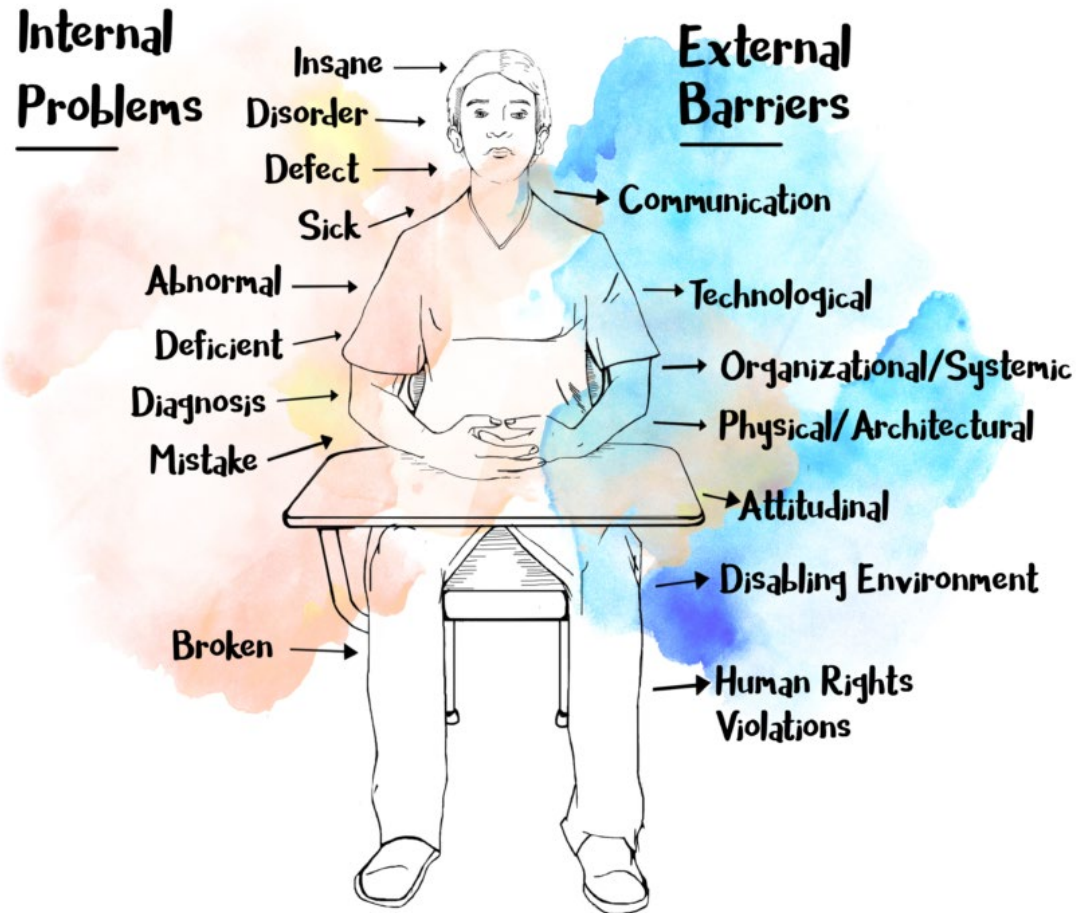


If she floats
she's a fake, but if
she drowns then she
really is a disabled
person!



Crippen

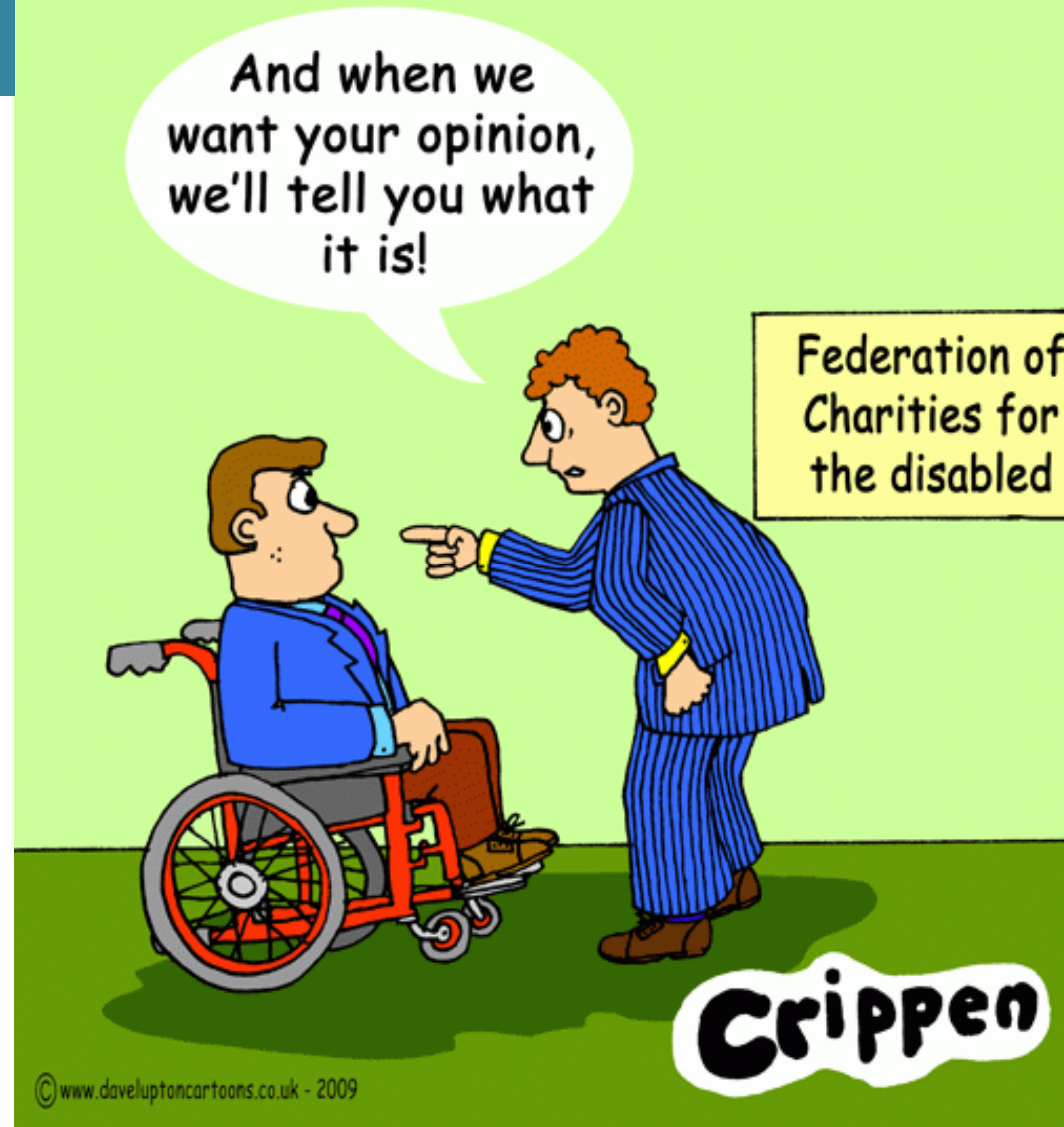
The Social Model has the power to 'transform consciousness' by connecting personal experience to professional practice.



Barriers

The restrictions that people with impairments face in sport can be readily **observed, and challenged:**

- individual attitudinal
- institutional prejudices
- inaccessible sporting facilities
- exclusionary policies
- unusable transport systems



How do PE teachers feel about teaching disabled students?



Coates, J. (2012). Teaching inclusively: are secondary physical education student teachers sufficiently prepared to teach in inclusive environments?. *Physical Education and Sport Pedagogy*. 17(4), 349-365

How do young disabled pupils feel about their PE teachers?



Svendby, E. (2016). (Re)Telling lived experiences in different tales: a potential pathway in working towards an inclusive PE. *Sport, Education and Society*. 21(1), 62-81.

Fitzgerald, H. (2005). Still feeling like a spare piece of luggage? Embodied experiences of (dis)ability in physical education and school sport. *Physical Education and Sport Pedagogy*. 10(1), 41-59.

Young disabled people in PE

Limited understandings of young disabled people's experiences of physical education and school sport (Smith, 2004).



Only when we listen to that we can begin to better understand the actual **nature of physical education and school sport** experienced in our schools and the **consequences this has on young people's sense of self** (Fitzgerald, 2005, p.42).

Young disabled people in PE

- Fitzgerald (2005) argues for the need to **extend our understandings of social model** perspectives by **exploring the notion of embodied identities of disabled people** – one of the criticisms of the social model.
- “I centre my concerns on the **insights given from young disabled people themselves**”

(Fitzgerald, 2005, p. 42).



Next Week

- Please read the following paper in preparation for our session:

Petrie, K., Devcich, J. and Fitzgerald, H. (2018) Working towards inclusive physical education in a primary school: 'some days I just don't get it right', *Physical Education and Sport Pedagogy*, 23(4), 345-357, DOI: 10.1080/17408989.2018.1441391

Available on Moodle

THANK YOU!

See you next week!

Questions?

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Thoughts?

Feelings?

Emotions?

Book your tutorials on Moodle please!

Schedule here!

TUTORIAL